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## **Reflective practice and self-reliance development among nursing students: What contribution to academic success?**

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### **ABSTRACT**

This study examines the importance of reflective practice (RP) in nursing education and its impact on the development of autonomy and academic success among nursing students. A validated questionnaire was distributed through the Google Forms platform to 200 nursing students from 21 Higher Institutes of Nursing Professions and Health Technologies (ISPITS) across Morocco. The study has both descriptive and exploratory objectives, seeking to understand the level of RP development in Moroccan ISPITS, its relationship with the development of autonomy among nursing students, and its impact on their academic success. The results of this study indicate that RP is an essential component of nursing education, with a positive impact on the development of autonomy and academic success among nursing students. Statistical tests confirm the significance of RP training in ISPITS, suggesting that the promotion of reflective practice in nursing education is an effective means of enhancing the quality of patient care and improving overall healthcare outcomes. This study emphasizes the need for further research on RP and its relationship with nursing education in different contexts and regions to enhance the quality of healthcare services globally. Overall, the study highlights the importance of RP development in nursing education and its positive impact on nursing students' professional growth and academic success.

**Keywords:** reflective practice, nursing students, autonomy, academic succes

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## **INTRODUCTION**

This article is indeed in the field of educational engineering. It is centralized on one of the main fields of nursing discipline, that of training. Especially with the reforms that have crossed this field of nursing education and the wind of change that has blown on the teaching and learning strategies adopted by teacher trainers at ISPITS.

In this context, it should be noted that since 2014, the Moroccan Ministry of Health has adopted, after consultation with the various social actors, professional associations, trainers, administrative staff, and faculty, the LMD (Licence, Master, Doctorate) system. The Ministry has implemented a set of accompanying measures at both the pedagogical and organizational levels to achieve this unprecedented reform. It is part of a strategy to upgrade the nursing education system and health technology to improve citizens' quality of health services. So, nursing students are called to acquire various skills (knowledge, procedures, know-how, and know-how) to develop specific skills to practice a profession that is constantly fraught with challenges.

Under these circumstances, the need to evolve individual and collective professional practices obliges everyone to support work on professional identity, the relationship to the institution, knowledge, and change. This leads to an actual process of professionalization (Alexandre et al., 2019). With this discourse on professionalization, in the training environments of professionals, whether in initial or continuing training, everyone speaks of reflexive practice. This unanimity is only apparent because not everyone who publishes on the subject speaks of the

samereality (Cara et al., 2016). In nursing, reflective practice stimulates the development of professional judgment in students by encouraging them to consider their practice from a holistic perspective, recognizing the challenges associated with it (Stoloff et al., 2016).

Given this backdrop, the reflexive approach has demonstrated its ability to contribute to professional skills development and is practiced in all types of courses: theoretical or conceptual, practical, internship, and synthesis (La Fortune, 2012). However, reflexivity is not learned spontaneously or on its own and is not required to be developed or guided in initial training and maintained in continuing training (Gaussel, 2021). Moreover, methodical reflexive practice must be part of working time as a routine. Not a sleeping routine, but a paradoxical routine, a state of permanent alert. It needs discipline and methods to observe, write, analyze in the aftermath, and take new options. However, some authors consider that this deliberate process of reflection still seems to remain “the exception rather than the rule.”

Faced with the multiplicity of pedagogical strategies and the complexity of the practical situations they face during their internships; nursing students must develop their ability to make judgments about their learning. They need to regularly become accustomed to self-assessment to self-regulate their learning, develop their targeted skills, and thus be more autonomous in their learning. In the same vein, training in “nursing” is now part of a new problem: constantly adapting to initiate and contribute to tomorrow’s skills while positioning itself in a more competitive and still more volatile environment (Guerraud, 2006). Students must cultivate their reflection to be competent, that is, according to professional didactics, less deprived in the face of unexpected professional situations. However, Gagné (2021) reveals that in learning activities, few direct links are made with the development of professional autonomy, whereas this skill is an integral part of the work of the nursing student.

Training in reflexive practice is integrated into most training programs as a skill to be developed and, often, as a device designed to promote the professionalism of any training. However, this reflexive practice is sometimes still considered spontaneous, as it is a capacity that learners naturally have. That said, reflexive practice requires support or even explicit training (Buysse et al., 2019).

In this sense, several studies confirm the capacity of a reflexive practice intervention to support the development of nursing skills (Rodd, 2015). However, to become a reflective practitioner, Jomas (2018) announces: “...the student needs support. Questioning oneself about one’s practice, thinking about one’s choices and hesitations, doubting one’s achievements are not obvious to all students.” Although there are many models of reflexive practice, Kolb’s model seems to be the most suitable for nursing education because experiential learning theory is at the root of the union of action and reflection since it is represented in a four-dimensional cyclical model: concrete experience, observation (knowledge), reflection (process), and abstract conceptualization (transformation).

Similarly, reflective practice can be operationalized in nursing education through a variety of devices, such as group discussions, logbooks, portfolios, scientific approaches to practice, self-assessment, and case studies (Fanning & Gaba, 2007). In other words, its development can be produced through writing and through mediation, which is presented in various forms, the most common of which are: professional memories, practical narratives, and reflexivity booklets (Soussi, 2019). According to Mercure & Rivard (2016), the concept map allows the spatial representation and organization of the field of knowledge because the student becomes better prepared to reflect, organize his knowledge, optimize his learning, and develop his creativity.

In this context, Balas Chanel (2013) explains that there are two types of collective work in Reflexive Practice to be distinguished: the group, for a work of the type practice analysis, return from the internship, learning assistance session, preparation of files (PFE, VAE), and the team, for a work of the type debriefing of a work carried out in common (team building, feedback, formative debriefings, behavioral debriefing).

Currently, the learner's autonomy is considered one of the fundamental issues of education in general. Thus, adopting interactive approaches, tools, and teaching methods promotes the determination of the empowerment of student learning (Soussi, 2019). Despite the richness of the definitions, we note that the notion of autonomy in training is confronted at the same time with

the complexity and unanimity of the definitions of this concept. The pedagogy of autonomy as being the fact of trying to make the student find his path, to have him build his path. It is a process put in place so that he can respond to a problem that is personal to him, in a situation where there is a real issue”.

In the same sense, Le Coadic (2006) states that all approaches and conceptions of autonomy emanate from the exact origin of the reflexivity on which they are based. Indeed, from the Kantian approach to common sense through the work of Durkheim, Elias, and Touraine, autonomy always rests on reflexivity (Le Coadic, 2006). In other words, reflective practice reinforces empowerment since the learner looks at what he or she already thinks he or she knows, perceives his or her progress, and envisages new goals to be achieved shortly. The student sees new avenues of action and thus improves his creativity by taking a stepback in his posture. Through internal dialogue, self-reflection questions action by reviewing automatic beliefs, assumptions, and thinking patterns, which are so firmly anchored that they are unconsciously activated.

Similarly, self-criticism requires time, a method, and a predisposition (Cara et al., 2016). This discomfort experienced during self-reflection can hinder students' recourse to reflective practice. Reflexivity requires time in opposition to the continuous movement in which the practitioner is frequently involved. As a result, "reflexive arrest" is a condition that facilitates the construction of meaning and knowledge for the future graduate.

Reflective practice is an active and deliberate process of critical examination that allows the student to enter a reflexive spiral of personal transformation that allows him or her to acquire the autonomy to achieve a desired and effective practice. Similarly, L'Ordre des Educateurs à Toronto indicates that engaging in reflective practice promotes autonomy and reinforces the well-being and development of student leadership. Reflective practice can also lead nursing students to develop coping strategies and problem-solving skills and increase their endurance to continue in a complex and dynamic profession. The training of nurses is now part of a new problem: constantly adapting to initiate and support the development of the skills of tomorrow while positioning itself in a much more competitive and stiller volatile environment (Guerraud, 2006).

In the face of the significant challenges faced by health care personnel and, in this case, nurses, commitment to quality, efficient approach, and concern to provide responses adapted to the needs and expectations of clients is an urgent obligation. In this way, nursing students are required to develop the ability to judge their learning when faced with the multiplicity of pedagogical strategies and the complexity of the practical situations they must face during their internships. They need to get used to self-assessing regularly to self-regulate their learning and develop their targeted skills.

While spontaneous reflection on one's practice is a common occurrence, its sporadic and unstructured nature often fails to culminate in heightened professional awareness or substantial transformative change (Clémence, 2018). From this point of view, the training of health professionals, including nurses, is now part of a new problem: constantly adapting to initiate and contribute to the development of tomorrow's skills while positioning itself in a more competitive and stiller volatile environment (Guerraud, 2006). The constant changes in the world are forcing practitioners to cultivate their reflection to be competent, that is, according to professional didactics, less deprived in the face of new professional.

Teaching methods became more varied and associated with several learning styles from practical experience to reflective observation for "reflective" pupils, from reflective observation to conceptualization for "theoreticians," from conceptualization to active experimentation for "pragmatists," and from experimentation to experience for "accommodators"). However, shortly after this reform, which created a real problem, students, especially in the first year, had difficulty in recognizing the objectives and were slow to commit themselves and to be operational in certain educational activities to take responsibility for this new learning paradigm.

Engaging in reflective practice enhances your professional knowledge and experience as part of continuous professional learning. It also promotes the time needed to acquire and apply relevant and valuable new knowledge. It is not a "professional apprenticeship served while driving" (Balas Chanel, 2013). Engaging in reflective practice takes time and can be difficult as the practitioner develops new ideas and faces tensions and challenges in the practice. Ideally,

reflective practice must be integrated into daily practice and continuous professional learning activities to be successful.

On another level, several authors have revealed that reflective practice and independent learning go hand in hand. More importantly, reflective practice can be considered an independent learning activity, as it helps to make informed choices about independent learning activities.

In nursing education, reflective practice offers students the opportunity to analyze their practice, understand their patterns of thought, and analyze their beliefs and social benchmarks about current societal and nursing-specific issues in cultural diversity. They develop independent thinking and advance their clinical judgment and practice in general.

Balas Chanel (2013) explains that this pedagogy, which encourages the student to return to concrete situations he has experienced to build knowledge and skills, is essential for any training that combines theoretical and practical approaches. It also states that the benefit of Reflexive Practice, for nursing students, comes from the mental gestures it asks them: a) Wondering about their own practice; b) Appropriating their own experience; c) Putting at a distance what happens to them, to better understand it, d) To become aware of the way he learns, to learn how to learn and to become aware of the way he acts, as a nurse, to become a nurse; e) To reflect on his physical and mental action, his decision-making, to understand the often implicit but powerful springs of this; f) Extend reflection in action to reflection on action and on what drives it more or less consciously; g) Analyze a situation, asking, "How did I, too, contribute to what happened?"; h) Building the positive from events (positive or not) by asking yourself, "Whatever happens to me, what does it teach me?"; i) Build on the past to see the future better equipped and more "educated"; j) Build on this new knowledge to produce adapted behaviours in ever new situations; k) To build a thoughtful and evolutionary professional identity; l) To become a "reflexive practitioner"; m) To become autonomous; and n) To build knowledge beyond existing theories, to be a "research practitioner".

To ensure the effectiveness of reflective practice, Suphasri & Shinokul (2021) points out that context and intentions need to be clarified so that the trainee is aware of the learning process and feels safe with this approach. In other words, the person overseeing the process must also look at his or her skills to stimulate the reflective practice and assess her or her coaching expertise.

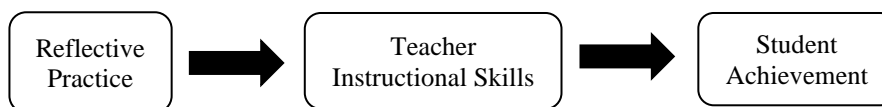
Academic success or failure is closely linked to his or her relationship to knowledge, to the relationship of meaning and value he or she confers on the student (Bautier, Charlot & Rochex, 2000). Indeed, Reflexive Practice is as interested in successes as errors or difficulties. The one on success allows for understanding what works when it works and the appropriation of "good practices." By reversing one's mistakes, without complacency but with benevolence, it becomes possible to understand how and why one arrived at this result and thus to imagine new and more effective strategies (Balas Chanel, 2013).

Maddage & Jonquet (2018) find, through their study, that successful students have developed a panel of postures that they adapt according to the situation. In the same sense, these authors pointed out that students mainly use the postures of creativity, academics, and reflexivity in the context of successful discipline. According to the same reference, the student in check still tries to adopt a reflexive approach to better target and understand the causes of his failure.

In the same line of thinking, the reflexive analysis is a way to break away from one's practice to take a critical look at one's learning, professional practices, and judgments. This distance from his practice allows him, on the one hand, to become aware of certain aspects of his practice and, on the other hand, to adjust his actions, which leads him to make different decisions. A reflective activity promotes students' ability to think like a "nurse" (Stoloff et al., 2016). In this regard, Dubé (2012) evaluated a reflective practice intervention among nurses working with seniors. According to this author, introspection, openness to others, and critical analysis are skills nurses have developed through this reflective practice intervention.

In the same vein, reflexive practice stimulates the development of metacognition. It is indeed considered one of the best preachers of academic success. It rightly reflects the student's ability to reflect on his or her knowledge and understand the reasoning he or she engages to use it to build new knowledge. Thus, it becomes imperative to raise students' awareness of their learning strategies when confronted with various professional scenarios (Suphasri & Shinokul,

2021). In this way, it allows him to improve his pedagogical approaches, which will positively impact the student's learning and success (Almekhlafi et al., 2020). These three dimensions follow a causal relationship, as illustrated in Figure 1.



**Figure 1. Relationship between Student Achievement and Reflection Practice,**

In the same sense, it should be clarified that through reflexive practice, the teacher himself manages to build an effective model of practice in which the changes he makes lead to the transformation of his practice (Gaudreault, 2008). Moreover, Suphasri & Shinokul (2021) argues that it is essential to adopt a reflexive and critical stance towards their practice to optimize teachers' professional development and thus promote students' success.

All in all, engaging in reflective practice values professional knowledge and experience from an educational perspective. In other words, reflective practice must be integrated into daily practice and various professional learning activities on an ongoing basis. It leads the nursing student to think critically about their professional practice. In addition, reflexive practice and autonomous learning go hand in hand. More importantly, reflective practice can be considered an autonomous learning activity, as it invites reflective students to make informed choices about their autonomous learning activities. Because these findings seem legitimate, we may ask the following questions: What is the place given to reflexive practice within the nursing training within the Moroccan ISPITS? Does this PR positively impact the development of autonomy among these students? Can this impact promote the academic success of nursing students?

These questions emerged after several years of professional commitment by the authors of this article. It resulted from findings, observations, exchanges with senior nursing teachers, and analyses developed to improve nursing education. The following assumptions have been made  $H_{p0}$ . There is no correlation between the development of autonomy through reflexive practice and academic achievement;  $H_{p1}$ . There is a correlation between the development of autonomy through reflexive practice and academic achievement

## **METHOD**

### **Design**

A quantitative analysis was carried out in this study to evaluate the data through statistical software to obtain precise inferences and generalize the results (Malhotra et al., 2007). In this sense, this study created moments of retreat and spaces for reflective dialogue about their learning during their nursing training. It has led them to a remarkable awareness of their strategies, learning methods, and tools that are stimulators of their reflexivity, to subsequently deduce their impact on the development of autonomy and promoting academic success among nursing students. Thus 200 students spread over the various ISPITS of the Kingdom of Morocco were invited to participate in this study. These students represent the different options and streams of nursing education. Of course, everyone thinks about how to act during and after the auction, but this reflection does not necessarily lead to learning. For this reason, a two-hour training session was conducted via Google Meet for the benefit of the participants and the clarification of the notion of Reflexive Practice and its different models. This support was necessary to eliminate ambiguities and to seek their participation in the study after free and informed consent.

### **Procedure**

Initially, the questionnaire was tested with 30 students from different ISPITS to verify the clarity of the questions. These students are not included in the study sample. All students who participated in this study were briefed on the nature and purpose of the research and provided free and informed consent. As a result, the questionnaires were filled out under the appropriate conditions.

## **Data Collection**

The study was then carried out via an online "Google Form" questionnaire. The choice of this tool comes down to the fact that it allows the simple and wide dissemination of the questionnaire via a link. Students were asked to answer the questionnaire for the first time; then, a reminder was carried out a week after the first mailing to allow the participation of a significant sample. The answers are compiled on the Google Form platform. An Excel spreadsheet was used to extract the data. Data processing is thus done initially through exploratory quantitative analysis using the functions of the Excel software. The second analytical part was done through the SPSS software.

The questionnaire aims to identify students' reflexive practices; it is anonymous. Respondents first inform their identification regarding age, sex, option, and training ISPITS. Then, the questions are related to reflexive practices; they focus on the contexts and level of its development and its strategies, methods, and tools. The central question aims to identify the impact of reflexive practice on the development of autonomy among nursing students and deduce the possibility of a possible influence on their academic success subsequently. The various queries on the form allow for detailed answers. The Cronbach Alpha test validated the reliability of our questionnaire. In addition, we opted for a confrontation between the theoretical framework analysis and that of the empirical framework to confirm or reverse our formulated hypotheses by adopting a hypothetical deductive approach. Sampling was carried out using probability methods, namely the random stratified sampling technique. In addition, we emphasized the diversity of the sample. It will allow us to expand data collection and provide a more comprehensive view.

## **Data Analysis**

The data was processing and analysis through the SPSS software, a highly sophisticated statistical tool renowned for its efficiency in expediting the analysis process. One of the primary advantages of this tool is its remarkable speed in generating results. Additionally, it possesses the distinctive attribute of neutrality, significantly mitigating the potential for bias introduction during the data analysis phase.

## **FINDING AND DISCUSSION**

### **Finding**

The richness of this research lies in the diversity of the actors involved. The survey made it possible to question 13 different profiles of nursing students (Table 1). In this perspective, 200 undergraduate nursing students come from different age groups that range from 18 to 26 years old. Thus, the predominant age category was between 21-23, which represents almost half (43.5%) of all participants. Moreover, it is the female sex that predominates with a percentage of 63% of participants.

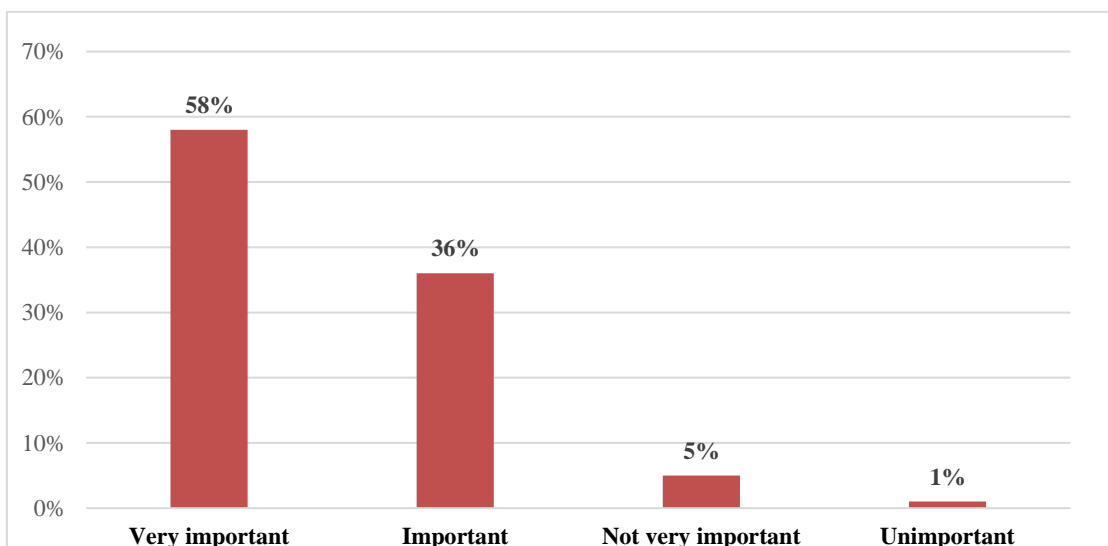
The versatile nurse option is the most represented with a percentage of 21%, which aligns with the reality of training at the level of the various ISPITS in Morocco. It should be noted that the representativeness of the various ISPITS parents and annexes has been guaranteed with substantial participation at the level of the ISPITS parent, which includes many students. Similarly, the different levels of education have been integrated in an almost egalitarian way.

It should be noted that the representativeness of the sample was indeed respected by the integration of the various ISPITS of the Kingdom of Morocco in this study. Figure 2 shows that 58% of students consider the place of reflective practice in nursing education to be very important. In addition, 36% of respondents perceive that the role of RA is essential. However, only 5% of students consider it of minor importance, and for 1% of them, RA is unimportant.

At the same level, reflective practice is seen as a step in the care process that is in-depth and integrated into the initial training of nurses to get the next generation of nurses to take care of people, families, communities, and populations (Bernard, 2020).

**Table 1. Identification of students participating in the study**

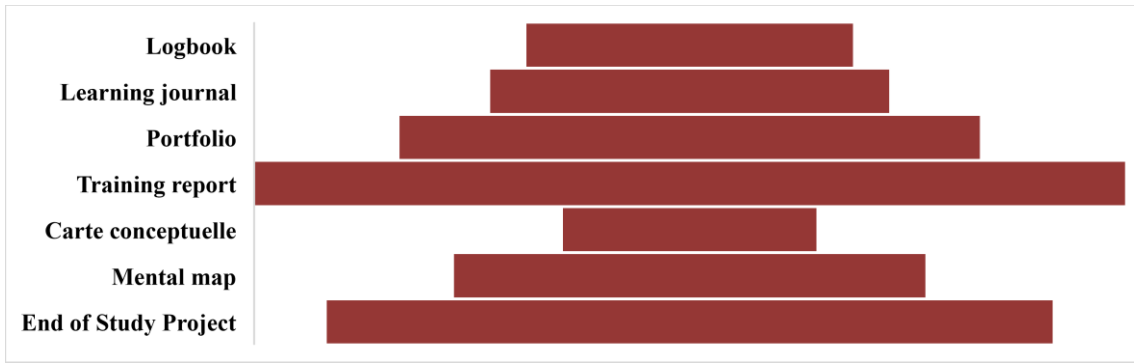
|              |                                    | Frequency  | %          |      |
|--------------|------------------------------------|------------|------------|------|
| Age          | (18-20)                            | 85         | 42,5       |      |
|              | (21-23)                            | 87         | 43,5       |      |
|              | (24-26)                            | 28         | 14         |      |
| Gender       | Female                             | 126        | 63         |      |
|              | Male                               | 74         | 37         |      |
| Option       | Social worker                      | 12         | 6          |      |
|              | Diabetes/Nutrition                 | 6          | 3          |      |
|              | Anesthesia and Resuscitation Nurse | 19         | 9,5        |      |
|              | Neonatal nurse                     | 11         | 5,5        |      |
|              | Community health nurse             | 24         | 12         |      |
|              | Mental health nurse                | 19         | 9,5        |      |
|              | Emergency and Critical Care Nurses | 21         | 10,5       |      |
|              | Multipurpose nurse                 | 42         | 21         |      |
|              | Pharmacy assistant                 | 12         | 6          |      |
|              | Midwife                            | 7          | 3,5        |      |
|              | Health statistics                  | 5          | 2,5        |      |
|              | Physiotherapy                      | 12         | 6          |      |
|              | Radiology technician               | 10         | 5          |      |
|              | Level of study                     | S2         | 66         | 33   |
|              |                                    | S4         | 67         | 33,5 |
| S6           |                                    | 67         | 33,5       |      |
| <b>Total</b> |                                    | <b>200</b> | <b>100</b> |      |



**Figure 2. RP'2 Place in Nursing Education**

According to the literature, several methods and tools can be implemented by the teacher to develop RA (Figure 3).

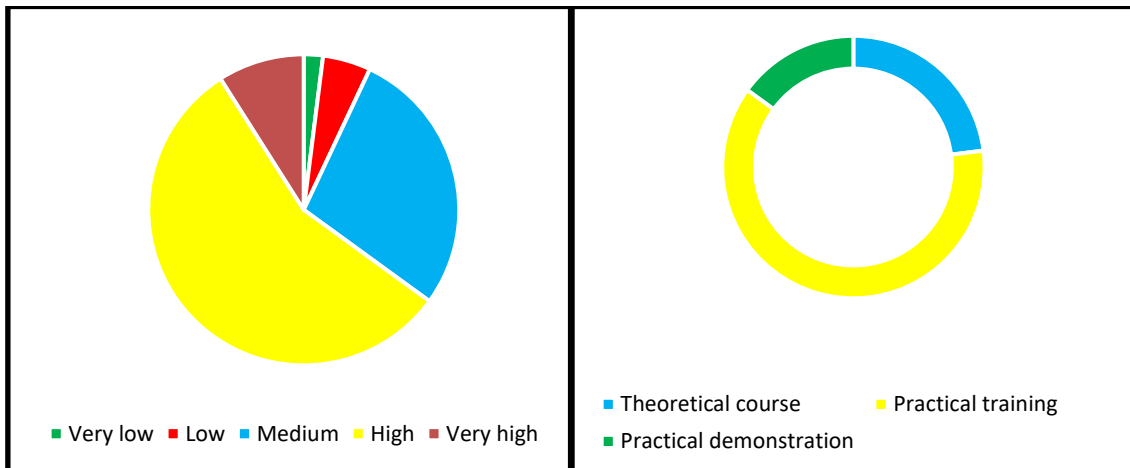
In addition, Lindon (2010) explains, in terms of experiences, that the tool that seems the most effective for teachers in the development of PR among students is the internship report and the portfolio with a rate of 32.3%, which confirms that these learning and assessment tools facilitate communication between students and teachers and encourage autonomy because it is students who are responsible for the inclusion of traces of learning in their file staff.



**Figure 3. Classification of Reflective Tools in Order of Importance for Students**

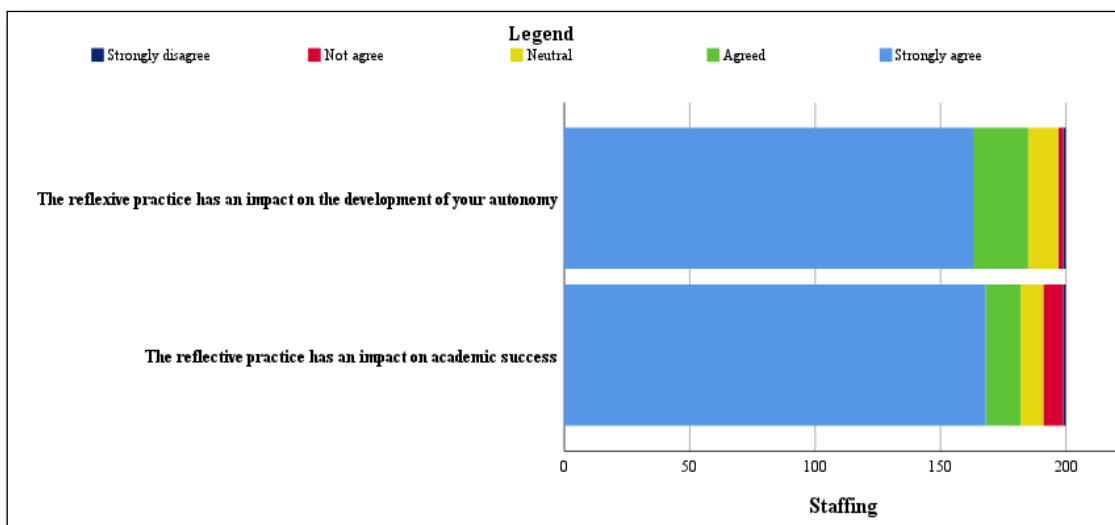
Based on this Figure 3, it should be noted that the most crucial reflexive tool for students is the internship ratio, with a percentage of 24%. The end of the study project is in second place with a percentage of 20% followed by the portfolio and the mind map. It should also be noted that only 7% report that the concept map is an essential reflexive tool.

Figure 4 shows that more than half of the student's state that the level of development of PR within ISPITS is high. On the other hand, 5% see that this level is low, and only 2% see it was very low. Not with standing, 28% consider the average level of reflexive development.



**Figure 4. Level of Development of RP**

**Figure 5. RP Development Context**



**Figure 6. Impact of RP on the Development of Autonomy and Educational Achievement**



According to Figure 5, most students (62%) state that RP develops mainly during internships (practical). However, 23% find that theoretical courses allow the most to develop PR, and 15% opt for practical demonstration.

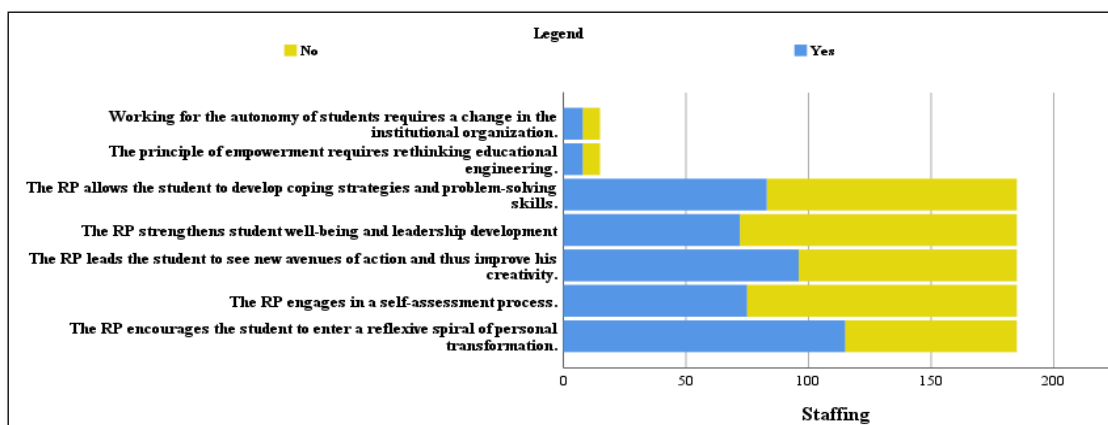
Student responses (Figure 6) revealed a remarkable difference in their view of the impact of RP on academic success. In this context, this bar graph reveals that most study participants (185) confirm the existence of an impact of RP on the development of their autonomy. However, just 15 think the contrary, of which 1 disagrees, 2 strongly disagree, and 12 are neutral.

Authors Hammond & Collins (2004) point out that reflexive practice makes it possible to assume and claim professional autonomy and the responsibilities assigned to it. Moreover, it should be noted that almost most participants in the study fully agree that RP impacts academic achievement (182). Notwithstanding, only 18 students disagree, as nine are neutral, might disagree, and just one strongly disagrees. As such, Stoloff et al. (2016) argues that to optimize the professional development of school staff and thus promote student success, it is essential that teachers themselves adopt a reflective and critical stance towards their practice

***Study the impact of RP on student autonomy***

It should be noted that participants who assert the existence of an impact of RP on the development of autonomy opt for different justifications with close scores (Figure 7). In short, the most cited justification was that the RP encouraged the student to enter a reflexive spiral of personal transformation (with a staff of 115). The least mentioned justification is that the RA reinforces the well-being and development of the student's leadership, which 72 students mentioned. The 15 neutral people who disagree or disagree at all justify their answers by the fact that working to increase the autonomy of students requires a change in the institutional organization and the fact that "the principle of empowerment requires rethinking pedagogical engineering," which was mentioned by more than half of these participants (8 people). Similarly, eight respondents favored this idea: "Working towards students' autonomy rather requires a change in the institutional organization."

In the same context, the authors (Hammond & Collins, 2004; Danvers, 2003; Schön, 1994) clarify that the student reflects spontaneously when the action takes place, intuitively drawing from his consciousness, his knowledge, and critical thinking to control or modify his current actions, thus offering him significant autonomy. Indeed, this autonomy in the face of learning is gradually being built. It allows the student to invest in a task, to identify his needs, to go to the end of his activity, and to work by choosing what, at the same time, interests him and brings him the skills and knowledge that he must develop (Clémence, 2018). Similarly, Bernard (2020) considers the reflexive process a dialectic between thought and action, theory, and practice. It is conceived as a praxis generating professional autonomy. In addition, autonomy was defined by E. Morin as "an ability to act with reflection and full knowledge of the personal and social issues involved in actions" (Danvers, 2003).



**Figure 7. Justification on the Existence or Absence of the Impact of RP on the Development of Autonomy**

It is observed (Table 2) that the degree of significance is very low for the different responses selected, indicating that the differences between observed and expected occurrences are significant. Therefore, we must reject the null hypothesis that there is no impact of RP on the development of autonomy in nursing students.

**Table 2. Cross table on the impact of reflexive practice on autonomy and its justification**

| Efektif   | Reflexive practice has an impact on the development of your autonomy |    |    |   |    |     | Fisher-Freeman-Halton Exact Test |                          | V of Cramer |               |
|---|--|----|----|---|----|-----|----------------------------------|--------------------------|-------------|---------------|
|   |  | SD | NA | N | A  | SA  | Value                            | df Exact Sig (Bilateral) | Value       | Exact meaning |
| The RP encourages the student to enter a reflexive spiral of personal transformation          | No   | 0  | 0  | 0 | 7  | 63  | 95,719                           | 0                        | 0,708       | 0             |
|   | Yes  | 0  | 0  | 0 | 15 | 100 |                                  |                          |             |               |
| The RP engages in a self-assessment process   | No   | 0  | 0  | 0 | 12 | 98  | 95,592                           | 0                        | 0,708       | 0             |
|   | Yes  | 0  | 0  | 0 | 10 | 64  |                                  |                          |             |               |
| The RP leads the student to see new avenues of action and thus improve his creativity         | No   | 0  | 0  | 0 | 9  | 79  | 95,707                           | 0                        | 0,708       | 0             |
|   | Yes  | 0  | 0  | 0 | 13 | 83  |                                  |                          |             |               |
| The RP strengthens student well-being and leadership development                              | No   | 0  | 0  | 0 | 13 | 100 | 95,419                           | 0                        | 0,707       | 0             |
|   | Yes  | 0  | 0  | 0 | 9  | 62  |                                  |                          |             |               |
| The RP allows students to develop coping strategies and problem-solving skills                | No   | 0  | 0  | 0 | 12 | 89  | 95,249                           | 0                        | 0,707       | 0             |
|   | Yes  | 0  | 0  | 0 | 10 | 73  |                                  |                          |             |               |
| The principle of autonomy requires rethinking pedagogical engineering.                        | No   | 0  | 1  | 6 | 0  | 0   | 95,249                           | 0                        | 0,729       | 0             |
|   | Yes  | 1  | 1  | 6 | 0  | 1   |                                  |                          |             |               |
| Working towards the autonomy of students requires a change in the institutional organization. | No   | 1  | 0  | 6 | 0  | 1   | 105,72                           | 0                        | 0,729       | 0             |
|   | Yes  | 0  | 2  | 6 | 0  | 0   |                                  |                          |             |               |

Note: SD: Strongly disagree; NA: Not agree; N: Neutral; A: Agreed; SA: Strongly Agree

In the same sense, the Cramer V association measurements indicate a strong relationship between reflective practice and the development of autonomy in nursing students. Indeed, engaging in reflective practice values the acquisition of new professional knowledge in nursing students, rethinking their practices and skills, and thus building their own experience of forging their autonomy. In addition, reflexive practice promotes self-knowledge and encourages the questioning of some of its values a priori. In a word, reflective practice can lead to new learning or a change of practice by developing learner autonomy.

***Study of the impact of RP on school success***

The impact of RA on academic achievement for most respondents (92) is to promote metacognition, which is one of the best predictors of academic success. More than half of the respondents who consider that PR has no impact on academic success (8 students) justify this answer by announcing that it depends on students' accompaniment and pedagogical support.

A student's academic success is strongly linked to his or her relationship to knowledge, to the relationship of meaning and value that it confers on him or her; it is in this context that reflective practice promotes academic success (Figure 8). It is observed that the degree of significance is deficient, indicating that the differences between observed and expected occurrences are significant, which means that these differences would occur seven times out of

1000 if the null hypothesis were true. Therefore, we must reject the null hypothesis that there is no impact of RP on academic success. Measures of associations V de Cramer indicates a strong relationship between reflective practice and academic success in nursing students. In addition, reflective practice allows nursing students to adjust their beliefs and knowledge and improve their practice while supporting this evolution with sound reasoning and well-established theoretical foundations. Based on this fact, reflective practice can improve the student’s quality of learning and thus promote academic success (Table 3).

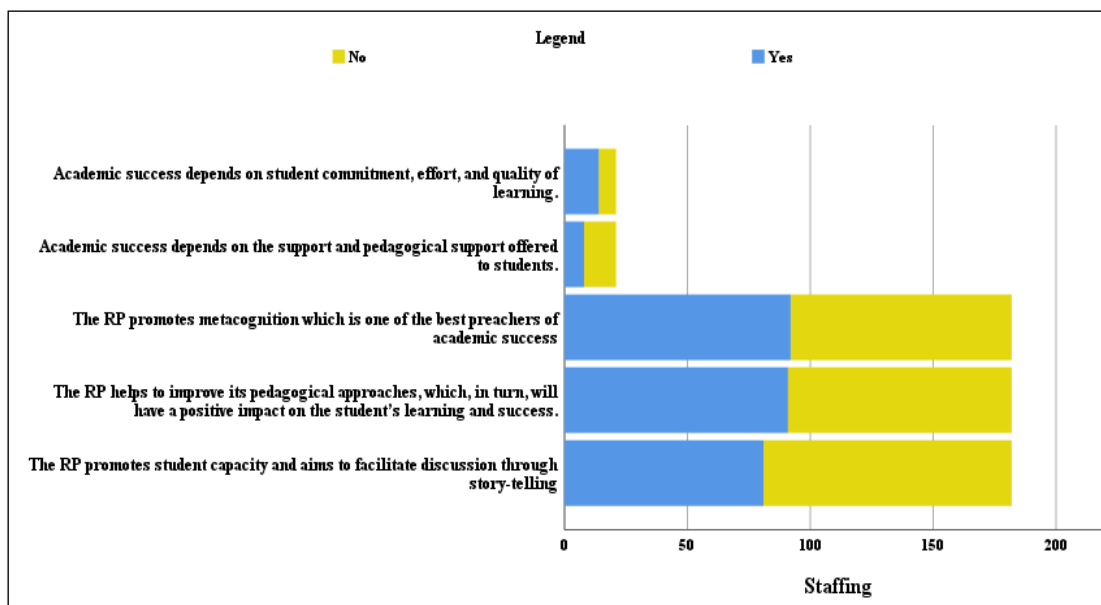


Figure 8. Justification for Whether or Not RP has an Impact on Academic Achievement

Table 3. Cross tabulation of the impact of reflexive practice on academic achievement and its justifications

|  |     | Reflective practice has an impact on academic success |    |   |    |    | Fisher-Freeman-Halton Exact Test |                          | V of Cramer |               |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
|--|-----|---|----|---|----|----|----------------------------------|--------------------------|-------------|---------------|--|----|---|---|---|---|----|---------|---|-------|---|-----|---|---|---|----|----|--|----|---|---|---|---|----|---------|---|-------|---|-----|---|---|---|---|----|--|----|---|---|---|---|---|---------|---|-------|---|-----|---|---|---|---|---|--|----|---|---|---|---|---|--------|---|-------|---|-----|
|  |     | SD  | NA | N | A  | SA | Value                            | df Exact Sig (Bilateral) | Value       | Exact Meaning |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
| RP promotes student capacity and aims to facilitate discussion through story-telling   | No  | 0   | 0  | 0 | 11 | 90 | 110,363                          | 0                        | 0,718       | 0             |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
|  | Yes | 0   | 0  | 0 | 3  | 78 |                                  |                          |             |               | The PR helps to improve its pedagogical approaches, which, in turn, will have a positive impact on the student’s learning and success. | No | 0 | 0 | 0 | 4 | 87 | 109,841 | 0 | 0,718 | 0 | Yes | 0 | 0 | 0 | 10 | 81 | RP promotes metacognition which is one of the best preachers of academic success.    | No | 0 | 0 | 0 | 7 | 83 | 107,166 | 0 | 0,707 | 0 | Yes | 0 | 0 | 0 | 7 | 85 | Academic success depends on the support and pedagogical support offered to students. | No | 1 | 4 | 6 | 0 | 2 | 103,427 | 0 | 0,671 | 0 | Yes | 0 | 4 | 3 | 0 | 1 | Academic success depends on the commitment, effort, and quality of student learning. | No | 0 | 4 | 2 | 0 | 1 | 104,24 | 0 | 0,684 | 0 | Yes |
| The PR helps to improve its pedagogical approaches, which, in turn, will have a positive impact on the student’s learning and success. | No  | 0   | 0  | 0 | 4  | 87 | 109,841                          | 0                        | 0,718       | 0             |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
|  | Yes | 0   | 0  | 0 | 10 | 81 |                                  |                          |             |               | RP promotes metacognition which is one of the best preachers of academic success.  | No | 0 | 0 | 0 | 7 | 83 | 107,166 | 0 | 0,707 | 0 | Yes | 0 | 0 | 0 | 7  | 85 | Academic success depends on the support and pedagogical support offered to students. | No | 1 | 4 | 6 | 0 | 2  | 103,427 | 0 | 0,671 | 0 | Yes | 0 | 4 | 3 | 0 | 1  | Academic success depends on the commitment, effort, and quality of student learning. | No | 0 | 4 | 2 | 0 | 1 | 104,24  | 0 | 0,684 | 0 | Yes | 1 | 4 | 7 | 0 | 2 |  |    |   |   |   |   |   |        |   |       |   |     |
| RP promotes metacognition which is one of the best preachers of academic success.  | No  | 0   | 0  | 0 | 7  | 83 | 107,166                          | 0                        | 0,707       | 0             |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
|  | Yes | 0   | 0  | 0 | 7  | 85 |                                  |                          |             |               | Academic success depends on the support and pedagogical support offered to students.   | No | 1 | 4 | 6 | 0 | 2  | 103,427 | 0 | 0,671 | 0 | Yes | 0 | 4 | 3 | 0  | 1  | Academic success depends on the commitment, effort, and quality of student learning. | No | 0 | 4 | 2 | 0 | 1  | 104,24  | 0 | 0,684 | 0 | Yes | 1 | 4 | 7 | 0 | 2  |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
| Academic success depends on the support and pedagogical support offered to students.   | No  | 1   | 4  | 6 | 0  | 2  | 103,427                          | 0                        | 0,671       | 0             |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
|  | Yes | 0   | 4  | 3 | 0  | 1  |                                  |                          |             |               | Academic success depends on the commitment, effort, and quality of student learning.   | No | 0 | 4 | 2 | 0 | 1  | 104,24  | 0 | 0,684 | 0 | Yes | 1 | 4 | 7 | 0  | 2  |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
| Academic success depends on the commitment, effort, and quality of student learning.   | No  | 0   | 4  | 2 | 0  | 1  | 104,24                           | 0                        | 0,684       | 0             |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |
|  | Yes | 1   | 4  | 7 | 0  | 2  |                                  |                          |             |               |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |    |    |  |    |   |   |   |   |    |         |   |       |   |     |   |   |   |   |    |  |    |   |   |   |   |   |         |   |       |   |     |   |   |   |   |   |  |    |   |   |   |   |   |        |   |       |   |     |

Note: SD: Strongly disagree; NA: Not agree; N: Neutral; A: Agreed; SA: Strongly Agree

**Verification of the item**

By reading Table 4, we can see here that  $F= 0.840$ ,  $p = . 0 < 0.01$ . It tells us that there is a statistically significant association between RP's impact on autonomy and RP's impact on academic achievement, which means that any improvement in the student's level of autonomy will be the same in terms of academic achievement and vice versa. Moreover, the correlation coefficient is 84%, which means that this correlation is robust. Hence the  $H_0$  hypothesis is rejected, and therefore it is to be found that the development of autonomy through reflexive practice has a positive impact on academic success.

**Table 4. Correlation between the autonomy development by th PR on academic achievement**

|                 |  | Correlations   |   |
|-----------------|--|--|---|
|                 |  | The reflexive practice has an impact on the development of your autonomy | Reflective practice has an impact on academic success |
| Rho of Spearman | The reflexive practice has an impact on the development of your autonomy | Correlation coefficient<br>Sig. (bilateral)<br>N                         | 1<br>,840**<br>.<br>199                               |
|                 | Reflective practice has an impact on academic success                    | Correlation coefficient<br>Sig. (bilateral)<br>N                         | ,840**<br>0<br>199                                    |

\*\* . The correlation is significant at level 0.01 (bilateral).

**Discussion**

The notion of reflective practice, firmly entrenched in the realm of nursing education, has become inextricably linked to discussions regarding the professionalization of nursing training (El Atmani & Madrane, 2023). This underscores the significance of research on reflective practice and self-reliance development among nursing students for several compelling reasons. Firstly, reflective practice plays a pivotal role in professional development within nursing, empowering practitioners to engage in critical introspection regarding their experiences and glean valuable insights. This capability assumes particular importance in the nursing field, where rapid decision-making under pressure is frequently demanded. Secondly, self-reliance is also an essential attribute for nursing students, as it allows them to take responsibility for their own learning and development and to become more confident and independent practitioners. This skill is particularly important in the context of modern healthcare, where nurses are often required to work autonomously and make decisions independently.

Recent studies have shown that reflective practice and the development of self-reliance are positively linked to academic success among nursing students. Al-Khateeb & Al-Samarrai (2022) conducted an extensive examination of the influence of reflective practice on the academic accomplishments of nursing students across several Arab countries. Their comprehensive study unearthed a consistent pattern whereby reflective practice was significantly correlated with improved grades in all the countries surveyed. In a complementary vein, Al-Ghamdi & Al-Samarrai (2023) delved into the intricate connection between reflective practice and the development of self-reliance among nursing students within the Kingdom of Saudi Arabia. Their research uncovered a compelling association, demonstrating that reflective practice fostered the growth of self-reliance, which, in turn, had a positive impact on academic success.

Moreover, research has shown that reflective practice and self-reliance development can also enhance the quality of patient care provided by nursing practitioners. By enabling practitioners to reflect critically on their experiences and make informed decisions, these skills can lead to improved patient outcomes and greater patient satisfaction. In summary, this research

on reflective practice and self-reliance development among nursing students is urgently needed, as it can contribute significantly to academic success and ultimately lead to improved patient care.

Research conducted in recent years supports the urgent need to study reflective practice and self-reliance development among nursing students. For example, a systematic review of literature by O'Brien et al. (2018) demonstrated the effectiveness of reflective practice in promoting nursing students' critical thinking, clinical decision-making, and overall academic performance. Similarly, a study by D'Amour et al. (2021) highlighted the importance of self-reliance development in preparing nursing students for their future roles as healthcare professionals.

Moreover, as the healthcare field continues to evolve, nursing students must be equipped with the necessary skills to adapt to new challenges and circumstances. A study by Fanning & Gaba (2007) emphasized the importance of reflective practice and self-reliance development in promoting adaptability and flexibility among healthcare professionals. Collectively, these studies underscore the critical roles of reflective practice and self-reliance development in shaping the academic journey of nursing students. Consequently, it is imperative for nursing education programs to actively advocate for and facilitate the acquisition of these skills among their students.

Finally, the incorporation of reflective practice and self-reliance development into nursing education programs has gained traction in recent years, with these skills being recognized as essential components of nursing practice. The National Council of State Boards of Nursing (NCSBN) has also highlighted the importance of reflective practice in nursing education, emphasizing its potential to improve patient outcomes and reduce medical errors (NCSBN, 2017). In conclusion, recent research supports the urgent need to study reflective practice and self-reliance development among nursing students to support their academic success and prepare them for successful careers in the rapidly evolving healthcare field. These skills are essential for promoting critical thinking, clinical decision-making, and adaptability, and their incorporation into nursing education programs is becoming increasingly recognized as crucial for the ongoing professional development of nurses.

Therefore, there remains a substantial amount of work needed to effectively integrate reflective practice into the core of nursing education in Morocco (El Atmani et al, 2023). In order to overcome obstacles that hinder the use of reflexive tools, it is crucial to give serious consideration to their implementation. Simply exposing students to multiple learning experiences is not sufficient for meaningful reflection to occur. Therefore, pedagogical mechanisms and related devices must be intentionally developed and utilized to provoke and support reflective practice. The success of such interventions is contingent upon the quality of these tools (El Atmani et al., 2023).

In this perspective, the need to overcome the shortcomings in the development of reflective practice in nursing studies is an urgent need to improve the quality of training. This work is the first study carried out at the level of ISPITS in Morocco, which has been interested in studying the contributions of reflexive practice in the development of autonomy and academic success. Moreover, this study is timely and original and represents an added value, especially in the absence of national literature on the subject. In this sense, she saw the need to improve teachers' skills in this area and motivate them more to integrate reflexive development interventions into their daily teaching and learning practices.

Not with standing, the conduct of this study has been limited by (1) the complexity of the theme: many authors claim that the constructs of this concept of reflexive practice are poorly distinguished in research, leading to confused and generally abusive conclusions (Almekhlafi et al., 2020). This confusion is mainly due to the rapid development of these concepts and the resulting fashion effect, and the complexity of observing their mechanisms (Hammond & Collins, 2004); (2) Social desirability given that respondents, through social compliance, say what they think the researcher wants to harvest (Le Coadic, 2006); (3) The reliability of the results is questioned, given the bias of subjectivity that may exist in some student responses, the bias of prevarication type (lies and willful omission), and also the reliability of the data collection instrument; (4) The absence of

studies relevant to our Moroccan context; (5) The study should therefore consider all ISPITS in Morocco to have a clear idea of the development of reflective practice at the national level.

As such, a research perspective can be considered in order to contribute to the development of reflective practice through (1) studies to study the impact of the development of reflective practice in other training contexts, to generalize the results of these studies at the national and international levels; (2) the study of the factors hindering the integration of reflexive pedagogical interventions in I/A's daily practices; (3) conducting research that appreciates the internal and external factors that influence students' development of reflective skills. The results of this research should be considered by teachers when planning teaching and learning activities; (4) study the impact of reflective practice on professional identity development; and (5) study the impact of reflective practice on nurses' professional development

## **CONCLUSION**

This study underscores the paramount significance of reflective practice within the domain of nursing education, with a particular emphasis on the Moroccan context. The authors posit that reflective practice stands as a foundational pillar for students, facilitating the cultivation of autonomy, the nuanced comprehension of the intricate interplay between theoretical knowledge and its practical application, and ultimately culminating in the attainment of academic excellence. Empirical evidence meticulously presented in this study substantiates the tangible nexus between reflective practice, autonomy development, and the heightened echelons of academic achievement attained by nursing students in Morocco. Furthermore, the authors meticulously delve into the formidable challenges encountered by nursing educators as they endeavor to seamlessly integrate reflective practice into their pedagogical methodologies. In summation, this study ardently advocates for a sweeping reform of nursing education within the Moroccan context, one that unequivocally prioritizes the effective integration of reflective practice. It underscores the imperative of endowing nursing educators with the requisite support and abundant resources essential for surmounting the multifaceted obstacles inherent in their mission to nurture and instill reflective practice among their students.

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